

**THE USE OF WHATSAPP (E-LEARNING)
TOWARD STUDENTS' GRAMMAR ABILITY
AT THE FIRST SEMESTER OF THE SEVENTH
GRADE OF MTs NEGERI 2 TANGGAMUS IN
THE ACADEMIC YEAR OF 2021/2022**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By

**NOSA LITA
NPM. 1611040422**

Study Program : English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG
2023**

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Advisor	: Rohmatillah, M.Pd.
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2023**

ABSTRACT

THE USE OF WHATSAPP (E-LEARNING) TOWARDS STUDENTS' GRAMMAR ABILITY AT THE FIRST SEMESTER OF THE SEVENTH GRADE OF MTs NEGERI 2 TANGGAMUS IN THE ACADEMIC YEAR OF 2021/2022

**By
NOSA LITA**

In teaching and learning process in the pandemic situation, there were many students got problem in understanding of grammar especially in simple present tense. The common problem was they were not interested in learning, because the teacher did not use an interesting media in teaching and also they did not gave an explanation first while the meeting. Therefore, the objective of this research was to find out whether there was influence of using WhatsApp (E-Learning) towards students' grammar ability at the first semester of the seventh grade of MTs Negeri 2 Tanggamus in the academic year of 2021/2022.

Quasi-experimental design was used in this research which the researcher focused on two classes, there were experimental class and control class. In the experimental class, the researcher used WhatsApp in teaching simple present tense, while Google classroom was used by the researcher in the control class. The samples of this research were VII B and VII E consisted of 72 students. There were 36 students in experimental class and 36 students in control class. Each class received the same pre-test and post-test and the instrument of those tests were multiple choice question. After giving the tests, the researcher analyzed the data by using SPSS to compute t-test.

From the data analysis, the result showed that Sig was 0.002 which meant that $Sig < \alpha = 0.05$. Therefore, H_a was accepted and H_0 was rejected. In short, from this research it was known that there was influence of the use WhatsApp (E-Learning) toward students' grammar ability at the first semester of the seventh grade of MTs Negeri 2 Tanggamus in the academic year of 2021/2022.

Keywords: WhatsApp (E-Learning), Students' Grammar Ability, Simple Present Tense, Quasi Experimental design

DECLARATION

I am a student with the following identity:

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Certify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other writers' opinion or research findings included in the thesis are quoted or cited in accordance with ethical standard.

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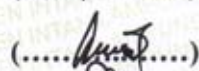
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MOTTO

اذهب بكتابي هذا فاللقه اليهم ثم تول عنهم فانظر ماذا يرجعون (28) قالت يا ايها الملا اني
القي الي كتاب كريم (29) انه من سليمان وانه بسم الله الرحمن الرحيم (30)

“ Take this my letter and hand it over to them, then turn away from them and see what (answer) they return (28),She said: O chief! surely an honorable letter has been delivered to me (29),Surely it is from Sulaiman, and surely it is in the name of Allah, the Beneficent, the Merciful (30)¹.”

(Q.S An-Naml : 28-30)

¹Abdul Haris Pito, *Media Pembelajaran dalam Perspektif Al-Quran*, pg.112, available on: <https://pusdiklattekniskemenag.e-journal.id>(June 06th, 2022)

DEDICATION

From the deepest place my heart, this an undergraduate thesis is dedicated to everyone who cares and loves me. I would like to dedicate this an undergraduate thesis specifically to:

1. My God Allah SWT, whose blessing and mercy have been very crucial to the completion of my thesis.
2. My beloved parents, Alm. Mr. Felly Wardy Ars, S.Pd and Almh. Mrs. Runtah, S.Pd who have provided me with unconditional loves and never-ending supports, not only for the completion of my study but also for the success of my life. I am thankful for having you by my side and this thesis is absolutely also yours. Ilove you till the end of my life. Sorry for being late to the graduation.
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CURICULUM VITAE

The author of this thesis is Nosa Lita, or famously called by her friends, Nca. She was born on November 17th 1997 in Gisting, Tanggamus. She is the fourth child of five children from Alm. Mr. Felly Wardy Ars, S.Pd and Almh. Mrs. Runtah, S.Pd,.She has two brothers and two sisters. Her big brother's name is A Feru Ristyawana, the second brother's name is Ferdi Julianda, and the first sister's name is Nita Ruliza, and the second sister's name is Ayu Trivia. She also has brother-in-laws and sister-in-law, and she has a nephews.

She began her study at the TK Aisyiah Gisting, Tanggamus and graduated on 2004. After that she continued her study to Elementary School of SD Negeri 1 Gisting Bawah and graduated on 2010. After that she continued her study to Junior High School of MTs Negeri 2 Tanggamus and Finished on 2013. Then, she continued her study to the nearby Senior High School of SMA Muhammadiyah Gisting and graduated on 2016. Stepping to higher education, on 2016, she was accepted to one of state university of Bandar Lampung namely State Islamic University of Raden Intan Lampung (UIN Raden Intan Lampung) for studying in English Department of Tarbiyah and Teacher Training Faculty through UMPTKIN.

Bandar Lampung, 2022
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This thesis is submitted as a compulsory fulfillment of the requirements for S1 degree of English Department Study Program at State Islamic University of Raden Intan Lampung. When finishing this thesis, there were various sides that gave so much help, assistance, aid, support, and many valuable things. Therefore, sincerely thanks is given to:

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Finally, nothing is perfect neither this thesis. Any corrections, comments and suggestions for the goodness of this thesis are always open-heartedly welcome. Furthermore, this thesis is expected that can be useful for the other writers particularly and the reader generally, especially for those who are involved in the English teaching profession.

Bandar Lampung, 2022
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CHAPTER I

INTRODUCTION

A. Background of the Problem (in pandemic era)

“E-learning is changing, and we will see new models, new technologies, and designs emerge. So, let us drop the e’ or at least give it a new and wider definition.” (Elliot Massie)

Currently, studying English is incredibly challenging for both teachers and students. As of now when everything is already spread very quickly, and when people are urged to be able to communicate globally, the English language plays an important role. Conforming to Crystal about 60 million people were speaking English around the world as a mother tongue.¹ Moreover, when students studying English started from elementary school until senior high school even at university, studying English is inevitable from studying grammar.

Mart found that grammar instruction is one of the most difficult issues of language teaching.² It is meant that the context of basic grammar is an important place for effective learning, so it can be motivating for students to study hard in grammar class. Under Coghill and Magendanz, the grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units.³ Without grammar, it is difficult to create

¹ David Crystal, *English as a Global Language: second edition* (New York: Cambridge University Press, 2003), pg.75, available on: http://culturaldiplomacy.org/academy/pdf/research/books/nation_branding/English_As_A_Global_Language_-_David_Crystal.pdf/ (March 14th, 2019)

² FadliahMagfirah, *A Thesis: The Teaching of Grammar in Context Through Activities at Madrasah TsanawiyahNegeri Model Makassar*, (Makassar: State University of Makassar,2015), pg.58

³ JeffreyCoghill and Stacy Magendanz, *English Grammar* (Los Angeles: McNeese State University, 2003) pg.16, available on: <https://www.wnglishindo.com/2011/04/definisi-grammar-menurut-ahli-grammar.html?m=1> (March 14th, 2019)

text and meaning. As reported by Mart, teaching grammar in context positively affects learners' competence to use grammatical structures accurately in language skills.⁴ Therefore, in grammar, there is a basic structure known as the eight parts of speech nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections as well as the standard of English sentences.

The students who understand the meaning of grammar will confident when they speak and write English. Therefore, grammar is an especially important element in English. But many students are not interested when they studied Grammar. If students have not interested to study English Grammar, they will be difficult, not only in speaking but also in writing. On the other hand, missing grammar make students cannot organize and combine sentences correctly.

Based on the preliminary research on September 15th, 2020by interviewing the teacher of MTs Negeri 2 Tanggamus, the researcher found the problem in grammar mastery. Mrs. Nurmaida as a teacher said that one of the problems in learning grammar, especially simple present tense is many students lack interest to study grammar. It means the students must be motivated and media to make their interest. The others reason, the students still have difficulty understanding the meaning. In addition, the students also lack in vocabularies and they were difficult to use is, am and are in the sentence and also there are no method or media that teacher used to teach grammar an easy way and not make bored. Therefore, the students did not have interest when they are study grammar.⁵ The score of students in the simple present tense at the seventh grade of MTs Negeri 2 Tanggamus can see in Table 1. The score is still under criteria

⁴CagriTugrul Mart, Teaching Grammar in Context: Why and How? (Iraq: Ishik University, Erbil, 2013), pg.124, available on: <http://www.academypublication.com/issues/past/tpls/vol03/01/18.pdf/> (March 14th, 2019)

⁵Nurmaida, *An Interview with the Teacher of MTs Negeri 2 Tanggamus*, (September15th, 2020), Unpublished.

to evaluate and assess the students' tense score used in that school is 75.

Then, from the interview with the students, the researcher found some problems in learning grammar, especially in the simple present tense. Additionally, many of the students still lack interest in grammar. Some of the students said that they feel bored in learning English because the teachers always teach grammar in the same way and did not make types of method or media in teaching and learning process, it makes the students lazy to follow the lesson and pay attention to the explanation from the teacher. Then, they did not understand how to put am, is, and are when there are some questions about positive, negative, and interrogative.⁶

Table 1.1
The Students' Score of Grammar Ability at the Seventh Grade of MTs Negeri 2 Tanggamus in the Academic Year of 2021/2022

	Clas	Students' Score		Number of Students'
		≤ 75	≥ 75	
1	7A	31	6	37
2	7B	25	11	36
3	7C	24	15	39
4	7D	28	8	36
5	7E	22	14	36
6	7F	19	16	35
7	7G	22	12	34
8	7	17	15	32

⁶The students, *An Interview with the Students of MTs Negeri 2 Tanggamus*, (September 15th 2020), Unpublished.

Total		188	97	285
Percentage		66%	34.%	100%

Source: The Data from English Teacher of MTs Negeri 2 Tanggamus

As shown in table 1, there are many students got bad scores. And it can be known that the total number of students in the seventh grade is 285 students and divide into eight classes. The English Teacher at MTs Negeri 2 Tanggamus said that the criteria of minimum mastery (KKM) score for English subjects in that school is 75. From the table, there are 188 students (66%) who cannot achieve yet and there are 97 students (34%) who can achieve. It means that the students still had difficulties in learning grammar, especially in the simple present tense.

Based on those explanations, the researcher found some problems in learning Grammar, especially in the simple present tense. Then, the students also did not understand about am, is, and are, and how to put them in the positive, negative, and interrogative sentence of simple present tense in a good form. Therefore, in this research, the researcher will use E-Learning (WhatsApp) as a platform in teaching.

E-Learning applications have mainly been developed for online distance education, with extensive usage of electronic media. E-learning (Electronic Learning) as usually the people know as like as distance learning, online learning, web-based training or computer-based training distance education is the method of electronic learning by combining aspects of audio

or visual via the internet, it can also be called distance education by Santoso.⁷ Mobile learning is a new of teaching and learning English Grammar outside and inside the classroom that utilizes wireless handheld devices that allow learners to learn different English topics anywhere at any time via phones.⁸

The pandemic of coronavirus 19 has influenced educational systems worldwide leading to the widespread closure of schools, universities, and colleges. Beyond this period of crisis, the profound changes taking place in society worldwide increasingly have highlighted the centrality of individual learning and the development of targeted skills. In this period of crisis, Zimmerman recently compared online and traditional learning in an article entitled Coronavirus and the Great Online-Learning Education is mainly a relationship. In this crisis, we are aware that we have not only to keep the didactic and formal learning aspects alive but also to exercise our educational role, maintaining a high level of motivation and student involvement.⁹

Using E-Learning (WhatsApp) as a platform in the teaching learning process is very helpful in the middle of the pandemic situation. According to UNHCR Jordan Education Team has leveraged its existing work on connected education to provide support to the Ministry of Education during the Covid-19 response and in their rollout of two online learning platforms that allow host communities and refugees to have

⁷Henny Lim, *Peranan E-Learning dalam Peningkatan Minat dan Proses Pembelajaran Bahasa Mandarin: Studi Kasus Mahasiswa Sastra China Universitas Bina Nusantara*, (Jakarta: Universitas Bina Nusantara, 2007), pg.159

⁸Mousa Mahmoud Abu Laban, *A Thesis: The Effectiveness of Using Mobile Learning in Developing Eleventh Graders' English Grammar Learning and Motivation for English*, (Gaza: The Islamic University-Gaza, 2017), pg.18

⁹Loredana Addimando, Daniela Leder, and Verena Zudini, *Teaching and Learning in the Covid-19 Era: The Experience of an Italian Primary School Class*, OJET: The Turkish Online Journal of Educational Technology – January 2021, volume 20 Issue 1

access to online learning opportunities.¹⁰ At present, WhatsApp is the most widely used application by both students and teachers, students access online learning materials with the support of teachers who prepare and share learning materials in different forms (voice notes, videos, student worksheets) via WhatsApp study group.¹¹

E-Learning becomes to innovation that can change the learning process, which the learning process not only listens to the material from teacher, but students also do the activities by themselves. Based on Turino and his friends in his journal “E-Learning BahasaInggrisberbasis WEB” that teachers only facilitators.¹² It is meant that the teacher just helps the students to get their aim and help them to plan getting knowledge. The learners find their knowledge, collect the information, and understand the knowledge from outside by themselves. And with a lot of materials to study that in a variety of the format of media such as texts, pictures, videos, and films with used E-Learning as a media. In the uses and gratification theory explained that all people have a right to choosing the benefit of mass media to include media on internet depend on their needed to get information.

In this era, while the education to students’ cantered learning. In the world of education must be provided a source of relatively easier accessibility. Not only the source that has to provide but also the time that more open.

According to the previous research, E-Learning (WhatsApp) can improve the students’ grammar mastery. The first previous research was conducted by Arman under the title “The Impact of Using E-Learning on Students’ Learning Achievement in Basic of English Grammar Course at the First

¹⁰UNHCR, *Supporting Continued Access to Education During Covid-19*, (Education Section, April 2020) pg.03, available on : <https://www.unhcr.org/5ea7eb134.pdf> (September 20th 2020)

¹¹*Ibid*

¹² Diana LailyFithry, *AnalisanPerancangan E-Learning Pembelajaran Grammar untukMeningkatkanPotensiSiswa*, (Jawa Tengah: UniversitasMuria Kudus, 2014) pg.68

Semester English Education Department, UIN Alaudin Makassar”. Based on the result, it can be concluded that E-Learning (WhatsApp) can be used as one of the media in the teaching and learning process.¹³ Thus, the researcher suggested applying E-Learning (WhatsApp) as a platform in teaching Grammar, especially simple present tense.

According to another previous research, there was a thesis from Alvin Kurnia Sandi under the title “An Analysis of the Online Learning System (OLS) for the Students of Sekolah TOEFL”. Based on the result, the researcher used OLS (WhatsApp) to teach and learning process the program ran well, and the students could learn conveniently.¹⁴

Another research conducted by Said Fathy El-Said Abdul Fattah under the title “The Effectiveness of Using WhatsApp Messenger as One of Mobile Learning Techniques to Develops Students’ Writing Skill”. Based on the result, the researcher used WhatsApp was taught their writing skills and enhance students’ active participation in the EFL classroom.¹⁵

According to those previous researches, the researcher concluded that E-Learning (WhatsApp) as a platform is a good way to teach English, especially in this pandemic era. It also can use to teach Grammar mastery. There were differences between those previous researches, the first researcher; researcher used WhatsApp as a platform in teaching and learning basic grammar. The second researcher who used WhatsApp can make students convenient. And the

¹³Arman, A Thesis: *The Impact of Using E-Learning on Students’ Learning Achievement in Basic of English Grammar Course at The First Semester English Education Department UIN Alauddin Makassar*, (Makassar: UIN Alauddin Makassar, 2017)

¹⁴Alvin Kurnia Sandy, A Thesis: *An Analysis of the Online Learning System (OLS) for the Students of Sekolah TOEFL*, (Lampung: Universitas Islam NegeriRadenIntan Lampung, 2017)

¹⁵Said Fathy El Said Abdul Fattah. *The Effectiveness of Using WhatsApp Messenger as One of Mobile Learning Techniques to Develop Students’ Writing Skills*. (Saudi Arabia: School of Administrative and Human Science, 2015)

last researcher used WhatsApp to improve the students writing skills. Well, in the present research, the researcher will be used to know it is influenced or not in teaching grammar, especially simple present tense.

Based on the background, the researcher is interested to research about E-Learning. Therefore, the researcher has a title of her thesis “The Use of WhatsApp (E-Learning) towards Students’ Grammar Ability at the First Semester of the Seventh Grade of MTs Negeri 2 Tanggamusin the Academic Year of 2021/2022”.

B. Identification of the Problem

Based on the background of the problem, the researcher identified the problem are:

1. The students were not interesting to study grammar.
2. The students have a lack of vocabulary.
3. Students’ found difficult to understand the meaning.

C. Limitation of the Problem

Based on the identification of the problem, the researcher focused on “The Use of WhatsApp (E-Learning) towards Students’ Grammar Ability for the students’ at the First Semester of the Seventh Grade of MTs Negeri 2 Tanggamus.”

D. Formulation of the Problem

The researcher formulated the problem as follows: Is there any influence of using WhatsApp (E-Learning) towards students’ grammar ability in the first semester of the seventh grade of MTs Negeri 2 Tanggamus in the academic year of 2021/2022?

E. Objective of the Problem

The objective of conducting this research is to know whether it is influence or not of use WhatsApp (e-learning) towards students’ grammar ability at the first semester of the seventh

grade of MTsNegeri 2 Tanggamus in the academic year of 2021/2022.

F. Use of the Research

The researcher expected that there were some uses of the research as follows:

1. Theoretically

This research expected to support the previous theories about the use of WhatsApp in students grammar ability and to increase the knowledge of the researcher in practising the theories.

2. Practically

a. For the students

The result of using WhatsApp in learning gave benefit for the students such as they can understand about grammar, especially in simple present tense.

b. For the teacher

The result of this research gave benefit for the English teacher. The teacher can use WhatsApp as a platform in teaching grammar of the pandemic situation.

c. For the other researcher

This research can be as an inspiration for the other researcher to expand this platform in teaching and learning.

G. Scope of the Research

Based on the title, the scope of the problem can be described as follows :

1. Subject of the research

The subject of the research was the students of MTs Negeri 2 Tanggamus in the academic year of 2021/2022.

2. Object of the research

The object of the research was WhatsApp in students' grammar ability.

3. Time of the research

This research was conducted at the first semester in the academic year of 2021/2022.

4. Place of the research

The research was conducted at MTs Negeri 2 Tanggamusin the academic year of 2021/2022.

CHAPTER II

LITERATURE REVIEW

A. The Frame of Theory

1. Concept of Teaching English as a Foreign Language

English considers as an important language to be learned. It is one of the subjects that should be learned by students at school. Fachrurrazy considered that is important for anyone who wants to learn methods in teaching English to know basic terms in the field. Teaching English as a Foreign Language (TEFL) refers to teaching English to students whose first language is not English.¹⁶ English as a foreign language is part of the educational curriculum, particularly in the state schools. In Indonesia, English is a compulsory subject in senior and junior high schools. Brown defines teaching as “guiding and facilitating learning enabling the learner to learn and setting the condition for learning”.¹⁷ TEFL usually occurs in the student’s own country, either within the state school system or in private institutions. TEFL may also refer to a particular methodology for teaching people whose first language is not English, but who need to learn it for work or choose to learn it for leisure. Although, many students are not motivated because they do not really like learning English. They learn English because certain situations force them to learn. In this situation, English teachers need to motivate them by engaging them in a joyful learning environment.

TEFL methodology is highly developed and the most up-to-date training courses turn out teachers who use a communicative approach and a student-centered style of

¹⁶Dr.ZuliantiRohmah, M.Pd, *Teaching English as a Foreign Language*, (Surabaya: UIN SunanAmpel, 2013),pg. 9

¹⁷LusiNurhayati, M.App.Ling, NuriSupriyanti, M.A, Anita Triastuti, M.A, *Teaching English as a Foreign Language Methodology*, (Yogyakarta: UniversitasNegeri Yogyakarta, 2008),pg. 3

teaching. To understand TEFL methodology, we should familiarize ourselves with some basic terms, such as first, second, and foreign language. A first language is a language that is firstly learned by children after they are born. The first language is also called mother tongue, native tongue, or L1. The second language implies the use of the language in a more formal occasions, such as, as the medium of instruction. In Singapore, Malaysia, India, the Philippines, Kenya, and Nigeria, English is considered a second language. A foreign language is a language acquired and spoken by a person after the first and second language. The language is not used in the daily life of the society where the person lives. TEFLIN is teaching English as a foreign language in Indonesia. TEFLIN is an association of English teachers in Indonesia. It conducts an annual international conference in Indonesia and publishes TEFLIN journal, an English teaching journal.

According to the explanations above, the researcher concluded that learning English as a foreign language is not difficult if the learners do a lot of practice and have such an affinity towards English. Therefore, teaching English as a foreign language needs more effort to make, we use English in daily life. The students should practice English both inside and outside the classroom. It means, the teacher should give the students the opportunity to habituate themselves to using English and give a motivation, not only to learn but also how to apply this in their daily life. To students easy to do, the teacher must deliver the subject well by using a platform, media, strategy, technique, or games that can appropriate to their students.

2. Grammar

a. Concept of Grammar

Grammar is rules of study language, as stated by Larsen-Freeman, grammar is a system of meaningful structures and patterns that are governed by pragmatic

constraints.¹⁸ It is useful for students to build better sentences or paragraphs in speaking or writing performances, teaching grammar will give students opportunities to see how grammatical structures function. Under Brown, grammar is considered as a system of rules and points which governs the conventional arrangement, order, and relationship of words in a sentence in which it can facilitate the learning and acquisition of any foreign language worldwide and is conducive, and that for cultivating comprehensive a language competence.¹⁹

All the lessons in English, grammar is an incredibly old field of study. The sentence was first divided into subject and verb by Plato, the famed philosopher from ancient Greece that was about 2,400 years ago.²⁰ Based on Azar's experiences write that "I observed that students in my writing class who had not." Students with grounding in grammar needed only to be reminded that, for example, they were trying to say, "I was really bored" not "I was really boring". Those without that grounding in grammar needed a lot more teaching time and order to understand, just as one example, the differences between -ing and -ed adjectives.²¹

¹⁸CagriTugrul Mart, Teaching Grammar in Context: Why and How? (Iraq: Ishak University, Erbil, 2013), pg.124, available on: <http://www.academy.publication.com/issues/past/tpls/vol03/01/18.pdf/> (March 14th, 2019)

¹⁹Mousa Mahmoud Abu Laban, *A Thesis: The Effectiveness of Using Mobile Learning in Developing Eleventh Graders' English Grammar Learning and Motivationfor English*, (Gaza: The Islamic University-Gaza, 2017), pg.13

²⁰Arman, A Thesis: *The Impact of Using E-Learning on Students' Learning Achievement in Basic of English Grammar Course at The First Semester English Education Department UIN Alauddin Makassar*, (Makassar: UIN Alauddin Makassar, 2017) pg.19

²¹CagriTugrul Mart, Teaching Grammar in Context: Why and How? (Iraq: Ishik University, Erbil, 2013), pg.125, available on: <http://www.academy.publication.com/issues/past/tpls/vol03/01/18.pdf/> (March 14th, 2019)

In the fact that different countries have different languages, and every language has a system called grammar. The students understanding grammar because they have a good motivation in learning and by using grammar students will easily communicate with someone else. Grammar also as organization words are combined into sentences to express think the felling or to express the idea in writing. There are many kinds to study grammar, one of them is tenses.

Based on the explanation, grammar is the rules of the language used as a reference for students to speak and write well. Then, grammar is a description of the way word can change their forms and can be combined into sentences and that explains how the sentence is formed. And also, that grammar plays a very important role in language learning.

b. Concept of Teaching Grammar

As we know that grammar is a difficult aspect of learning English. The teacher must use appropriate media or techniques to teach grammar to make the students do not feel bored in the teaching and learning process. The server defines that teaching grammar plays a vital role in creating language awareness for students. While, according to AL Yilmaz, if grammar has been taught from primary school to college, students have difficulty in using the language and therefore they do not use the language effectively and efficiently.²² It means, the students must learn structure to master their language and the teacher has to give treatment to students to increase and maintain their grammar mastery. Teaching grammar is important to do by the teachers because the students get an opportunity to learn grammar to master

²²Adil Kayan, İbrahim Seçkin Aydın, *The Effect of Computer-Assisted Educational Games on Teaching Grammar* (World Journal of Education: Sciedu Press, Vol. 10, No. 1; 2020), p. 118.

grammar well and apply it outside classroom. The teacher also should give opportunity to the students to explore about their opinion, feeling, and ideas.

Grammar, which is one of the important aspects of learning, must control by students because without understanding and mastery of that aspect, they cannot use the target language learning both in writing and oral communication. Conforming to Wilga M. Rivers, grammar as the rules of a language set out in a terminology which is hard to remember, with many exceptions appended to each rule. While Harmer states that grammatical knowledge is particularly important for learners who want to have communicative competence with a good understanding of grammatical concepts; learners can avoid the use of incorrect students.²³

From those explanations, grammar should be admitted, because good mastery in grammar will enable students easily to express feelings, ideas, and information in their thought to others. Therefore, grammar plays an important role in combining units of language to sentence form, and if students do not master the grammar because the purpose of communication cannot be reached. In short, teaching grammar to the students is important to be able to use English appropriately.

3. Concept of Tenses

Tense is one of the important parts of grammar. Tense in English identifies when an event happens or describes a state. Related to Wishon and Burks, tense means time. However, it should be pointed up that time about the action is a concept that exists in the mind of the speaker, reader, or listener. Tense, in actual usage, refers

²³Nina Puspitaloka, *The Effects Of Grammar Mastery And Critical Thinking On Student's Descriptive Writing Skill (ELT in Focus*, Vol. 2(1) June 2019) p. 20.

consistently only to grammatical forms²⁴. Conforming to Thomas points that tense is the grammatical expression of relative time. The time that is on the left side of “now” is past, and time on the right side of “now” is the future. “Now” is of course the present.²⁵

In addition, tense is a part of grammar that makes it easy for someone in communication by showing the time. It can be concluded that tenses are an important factor for learners to make their language systematic. All the sentences in English cannot be separated from tenses because the tenses have a relation with the time and nature of the story. According to Azar, there are sixteen tenses in English. They are separated into four groups. They are present tense, past tense, future tense and past future tense.²⁶

a. Kinds of Tenses

Present tense divided into four types: simple present tense, present continuous tense, present perfect tense, present perfect continuous tense. Past tense divided in to four types: simple past tense, past continuous tense, past perfect tense, past perfect continuous tense. Future tense divided in to four type's simple future tense, future continuous tense, future perfect tense, future perfect continuous tense. Simple past future tense, past future continuous tense, past future perfect tense, past future perfect continuous tense.

1. Simple Present Tense

Function: To use to talk about repeated action and general truth

Formula: S + V₁ (s/es) + O

²⁴ George E. Wishon and Julia M. Burks, *Lets Write English*, (Canada: Van Nonstrand Reinhold Ltd,1980), pg. 192

²⁵Thomas E. Payne, *Understanding English Grammar* (Cambridge: Cambridge University Press, 2011), p. 279.

²⁶Betty S. Azar, *Understanding and Using English Grammar*(3rd Ed), (New York: Pearson Education, 2002), pg. 11.

Example: I usually read the newspaper in the morning

2. Present Continuous Tense

Function: To declare an activity that is happening

Formula: S + to be (is/am/are) + Ving + O

Example: We are studying English at MTs Negeri 2 Tanggamus now

3. Present Perfect Tense

Function: To declare an activity that happened in the past

Formula: S + has/have + V₃ + O

Example: We have visited him

4. Present Perfect Continuous Tense

Function: To declare duration of time for an activity that is in progress

Formula: S + has/have + been + Ving+ O

Example: She has been studying for two years

5. Simple Past Tense

Function: To use to describe things that happened in the past or thing that was true in the past

Formula: S + V₂ + O

Example: I sick yesterday

6. Past Continuous Tense

Function: To express an activity that was happening in the past

Formula: S + was/were + Ving+ O

Example: I was studying English

7. Past Perfect Tense

Function: To declare an activity happen in the past before other activity happen Formula: S + had +V₃ + O

Example: My parents had already gone by the end of July

8. Past Perfect Continuous Tense

Function: To declare an activity or event that has been started in the past and still going on the past

Formula: S + had + been + Ving

Example: We had been being busy after this activity

9. Simple Future Tense

Function: To use to describe something that will happen in the future

Formula: S + will/shall/going to + V₁ + O

Example: They will visit me next month

10. Future Continuous Tense

Function: To declare an activity or event that will be happen in the future

Formula: S + will/shall + be + Ving + O

Example: She will be sleeping if you late to come to her house

11. Future Perfect Tense

Function: To declare an activity that is already finish in the future

Formula: S + will/shall + have + V₃ + O

Example: We will have graduated from MTs Negeri Tanggamus by next September

12. Future Perfect Continuous Tense

Function: To declare how long an activity that is occurring in the future

Formula: S + will/shall + have + been + Ving + O

Example: She will have been sleeping for an hour by 4 o'clock tomorrow

13. Simple Past Future Tense

Function: To declare an activity that will be doing in the past

Formula: S + would/should + V₁ + O

Example: John will have been in Tokyo next 2 months

14. Past Future Continuous Tense

Function: To declare an activity that will be happening in the past

Formula: S + would/should + be + Ving + O

Example: He would be singing a pop song at 8 o'clock last night

15. Past Future Perfect Tense

Function: To declare an activity that should be finish in the past

Formula: S + would/should + have + V₃ + O

Example: My father would have bought a new car last year

16. Past Future Perfect Continuous Tense

Function: To declare an activity should be happened in the past

Formula: S + would/should + have + been + Ving + O

Example: My uncle would have been going to Jakarta for a month last year.²⁷

In other hand, tense is the grammatical expression of relative time that indicated whenever we use in activity or events. Tense is one of the components of English that should students learning every time, if the students have understood about tenses, they will be able to make a good sentence.

b. Simple Present Tense

1. Definition of Simple Present Tense

The simple present tense is one of parts tenses in grammar. The simple present tenses express daily habits or usual activities, general statement of fact.²⁸ In short, the simple present tense is used for events or situations the exist always, usually or habitually in the past, present and future. Azar states that the simple present is used to express

²⁷ King Team, *Intensive English Program*, (Kediri: King English Course), pg. 47

²⁸ Betty S. Azar, *Fundamental of English Grammar(3rd. Ed)*, (New York: International Education, 1941), p.4

habitual or daily activities.²⁹We use present tense to describe and narrate a daily habits or usual activities that occurred in the present. For example, “I usually read the newspaper in the morning”.

Simple present tense indicates an action in the present time which is not finish yet and daily activity. Based on Azar, simple present tense says that something is true in the past, is true in the present, and it will be true in the future. It expresses the general statements of facts and timeless truths. Simple present tense is used to express habitual or everyday activities.³⁰

From the explanations above, it can be concluded that Simple Present Tense is the tense that may be used to express an activity that is habitual and fact which are formed with base of verbs, except for the third singular subject by adding -s or -es.

2. The Function of Simple Present Tense

Hotben D Lingga wrote that the simple present tense performs the following function as followings:

- 1) To express in the present
- 2) To express factual action
- 3) To express habitual action
- 4) To express for a planned future action
- 5) To express actual action

Meanwhile, A.J Thomson used of the simple present tense:

- 1) It is used chiefly with the verb say, when we are asking about or quoting from book, notices

²⁹*Ibid.*, pg.13

³⁰*Ibid*

or very recently received letters: *What does that notice say? – It says, ‘no parking.*

- 2) It can be used in newspaper headlines
- 3) It can use for dramatic narrative. This is particularly useful when describing the acting of a play, opera, etc.
- 4) It can be used for a planned future action or series of actions, particularly when they refer to a journey.
- 5) It must be used instead of the present continuous with verbs which cannot be used in the continuous form. E.g. love, see, believe, etc.
- 6) It is used in conditional sentence
- 7) It is used in time clauses.³¹

3. The Pattern of Simple Present Tense

There are two kinds of sentence in simple present tense such as nominal sentence and verbal sentence.³²

1) Verbal Sentence

Sentence pattern of simple present tense as follows:

- a) Positive: Subject + verb 1 (-s/ -es) + Object

Azar & Stacy A. Hagen states that if the subject in the form of a singular noun *she, he, it* (3rd person singular) has a final-s or -es for the verbs. Meanwhile, if the subject is plural form of nouns, *we, you, they, I, Toni and Tina*, etc., you do not need to add the suffix -s or -es. For

³¹Muhamad Dini Handoko, *Board Game: Teaching English in Simple Present Tense*, Dewantara Vol. 4., 2018, p. 205.

³²Fadilla Taslim, “*Improving the Students’ Mastery on Simple Present Tense through Climbing Grammar Mountain Game*”, (Al-Ta Lim Journal, 23(2), 2016), p.148.

example, *He/She/Jean plays badminton every morning.*

- b) Negative: Subject + do/does + not + V1 + Object

According to Azar & Stacy A. Hagen for thirdperson singular (*he, she, it*) uses auxiliary “does not”, while for a subject in the form of plural nouns (the first person, second person, or third person plural) uses auxiliary “do not. For example, *He does not teach math very well.*

- c) Interrogative: do/does + Subject + Verb1 + Object?

By Azar & Stacy A. Hagen for the interrogative sentence (Yes, No Questions) also used the auxiliary *does* or *do* fit the subject of the sentence. *Do* is used when the subject is the first person, second person, or third person plural. *Does* is used when the subject is the third person singular. For example, *Does Charles like milk?*

2) Nominal Sentence

- a) Positive Form

Formula: Subject + to be (am is are) + Noun/adjective/adverb

Based on the formula above to make an affirmative statement with be, after subject put the appropriate be (am, is, are) to the subject the followed by noun/adjective/adverb. For example, *He is teacher.*

- b) Negative Form

Formula: Subject + to be (am is are) + Not + Noun/adjective/adverb

The pattern of negative statement with be, add not after the subject and be, after that followed by noun/adjective/adverb. *For example, she is not teacher.*

c) Interrogative Form

Formula: To be (am, is, are) + Subject + Noun/ adjective/ adverb?

The pattern of interrogative statement with be, put be in the beginning of the statement or before the subject then following by subject and noun/ adjective/ adverb. For example, is he teacher?

4. Concept of Students Ability in Simple Present Tense

Students' ability in understanding English grammar especially in intermediate structure is proving of the students about their ability in learning. Brown states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning and showing or helping someone to learn how to do something.³³ It means the teacher must be done in teaching and learning process based on experience, knowledge and material preparation the aim while their teach grammar. It is because the ability students in grammar are important to understand the word that you are reading now or communicate with someone else and to writing the words or sentences that students get.

5. Concept of E-Learning

a. Definition of E-Learning

E-Learning applications have mainly been developed for online distance education, with an extensive usage of electronic media. E-learning

³³H.Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pendagogy*, (2end Ed) (San Fransisco: Addition Wesley Longman, 2001), p.271

(Electronic Learning) as usually the people know as like as distance learning, online learning, web-based training or computer based training distance education is the method of electronic learning by combining aspects of audio or visual via internet, it can also be called with distance education by Santoso.³⁴ One important factor that is increasing the need and development of distance education and e-learning is the fast evolution of technology and society in general said Hjeltnes.³⁵

Bares said that E-Learning has grown dramatically. The use of self-study e-learning now accounts for 20% of student hours, up from 15% last year. This year's study has also shown a sharp increase in new web-based and collaborative learning resources, including podcasts, blogs and wikis.³⁶ E-learning creates a student-centered learning environment as noted by R.Gravoso who sates "Efforts to improve students' learning outcomes have suggested the need to embed the use of educational technology in a learner-centered learning environment where students construct their own meanings".³⁷ E-learning may offer some students an environment that allows for a better understanding of the materials. As stated by Wills believes that "when memory and retention brain research are applied to the classroom, they not only drive the learning process, but also

³⁴Henny Lim, *Peranan E-Learning dalam Peningkatan Minat dan Proses Pembelajaran Bahasa Mandarin: Studi Kasus Mahasiswa Sastra China Universitas Bina Nusantara*, (Jakarta: Universitas Bina Nusantara, 2007), pg.159

³⁵ Nadia Yusuf, Ph.D. and Nisreen Al-Banawi, Ph.D., *The Impact of Changing Technology: The Case of E-Learning*, (Saudi Arabia: King Abdul-Aziz University, 2013), pg.173

³⁶*ibid*

³⁷*Ibid*, pg.175

allow educators to energize and enliven the minds of students”.³⁸

According to those explanations, the researcher concluded that E-learning has an important role in the world of education, especially in this pandemic era. Using E-learning can make all of the lessons more easily to accesses by the students.

b. E-Learning in English Language Teaching

In recent years, computer and internet are widely used. It means that computer and internet have been widespread into all facets of life. There is also ample evidence⁷ regarding the relative potential benefits of this type of technology use, for both students and teachers. Furthermore, students can study English listening, verbal communication, reading and written communications skills in authentic contexts.³⁹ E-learning in English language teaching have some advantages⁴⁰:

1) The abundant teaching resources

Internet provides us with a tremendous wealth of teaching resources. It can easily to find the text information, pictures and audio data on almost any topic. Learning becomes very convenient and interesting.

2) Easy access to information

Nowadays, we can immediately get from the internet the teaching resources we need at low cost. It can use the information as the teaching materials by appropriate pedagogical strategies. Many high school and college students have cell

³⁸*Ibid*, pg.176

³⁹Ibrahim Mutambik, *The Role of E-learning in Studying English as a Foreign Language in Saudi Arabia: Students and Teacher Perspectives*, (Saudi Arabia: King Saud University, 2018), pg.74

⁴⁰HuiweiCai, *E-Learning and and English Teaching*, (Shanghai: East China University of Science and Technology, 2012), pg.842
Available on:www.sciencedirect.com(September 28th, 2020)

phones. Texts, images, sounds can be stored in their mobile phones. Students can read English articles and hear the voice. E-learning makes students learn English anywhere and anytime.

3) The effect of direct interest

Playing the role of direct interest in learning English is particularly important because it makes learning interesting and results in better performance owing to high degree of concentration.

4) Teaching students in accordance with their aptitude

Reading has always been personal thing. Interest and comprehension are different, e-learning suits with student's ability. E-learning assures that students can expand their individual horizons.

c. Types of E-Learning

Algahtani have been conforming there some classification based on the extent of their engagement in education.⁴¹Algahtani divided e-learning into two basic types, consisting of computer-based and the internet-based e-learning.

1. Computer based e-learning

Offline digital education, herein also referred to as computer-based learning or computer-assisted instruction, was one of the first forms of digital education, used before the internet became available on a global scale.⁴² It means that the

⁴¹Valentina Arkorful and Nelly Abaidoo, *The Role of E-Learning, The Advantages and Disadvantages of its Adoption in Higher Education*, (Ghana: University of Cape Coast, 2014), pg.39 Available on: <https://www.ijern.com/journal/2014/December-2014/34.pdf> (September 25th, 2020)

⁴²Vasilis Hervatis, Bhone Myint Kyaw, Monika Semwal and Gerard J Dunleavy, *Offline and Computer Based E-learning Interventions for Medical Students Education*, (Singapore: Nanyang Technological University, 2018), pg.2 Available on: <http://www.jmir.org/2019/3/e13165/> (September 28th, 2020)

computer-based e-learning have been used before the internet connection come to the global scale like right now. Offline digital education can be delivered through CD-ROM, digital versatile disc (DVD)-ROM, external hard discs, universal serial bus (USB) memory sticks, or different software packages. The main tasks of the learning activities were performed on a personal computer or laptop. The focus was mainly on the learning activities that do not have to rely on any internet or online connection.

2. The internet-based e-learning

The internet-based e-learning has become one of most concerned paths for people to acquire their expected knowledge. Many developed countries have reserved a big proportion of education funding to support their internet-based e-learning strategies to enhance the education exports.⁴³ For example, like in this pandemic era every school or university used the internet-based e-learning in teaching and learning process. Internet based e-learning is seen as a future application worldwide as it promotes lifelong learning by enabling learners to learn anytime, anywhere and at the learner's pace.

ASP (An Application Service Provider) model classifies an internet-based e-learning environment as the following tasks: application development, hosting, network access, marketing, customer support, user support, hardware delivery, and software delivery.⁴⁴ It means all the students must have a provider to connect the internet for access the materials.

⁴³Jianming Yong, *Internet Based E-Learning Workflow Process*, (Australia: University of Southern Queensland Toowoomba), pg.1

⁴⁴*Ibid*, pg.4

Context-based model focuses on how to deliver better contents to students via internet-based e-learning design and how to facilitate the learning process, including learning needs analysis, curriculum design, curriculum delivery and curriculum evaluation.⁴⁵ This design places the teachers as the main body, because only teachers can have the knowledge and authority to upload the contents.

6. Concept of Mobile Learning

a. Definition of Mobile Learning

With the advents of the information and big data age- the mobile learning model has come into being. Mobile internet learning, also known as mobile learning (M-Learning), mainly refers to the use of wireless communications technology and internet technology and mobile devices to learn in anytime and anywhere. As mobile learning has the following characteristic: flexibility, convenience and mobility.⁴⁶ Mobile learning as a new of teaching and learning English Grammar outside and inside the classroom that utilizes wireless handheld devices that allow learners to learn different English topics anywhere at any time via phones.⁴⁷ According to Sybrant, mobile learning has great benefits and can help learners to work or study independently according to their own abilities or way of learning and here are some of mobile learning objectives:

1. Supporting interactively among learners

⁴⁵*Ibid*

⁴⁶Guiyu Dai, Yang Liu and Shanmeng Cui, *A Study on the Mobile Learning of English and American Literature Based on WeChat Public Account*, (China: Guangdong University, 2018), pg.47

⁴⁷Mousa Mahmoud Abu Laban, *A Thesis: The Effectiveness of Using Mobile Learning in Developing Eleventh Graders' English Grammar Learning and Motivation for English*, (Gaza: The Islamic University-Gaza, 2017), pg.18

2. Encouraging independent learning in which every learner can learn in his own way
3. Improving communication among learners and teachers
4. Helping learners to be more confident
5. Enabling international collaboration, cooperation and access easily to information
6. Enhancing information, knowledge and understanding⁴⁸

Mobile applications or apps are an important and great way to provide learners with online and offline learning in which they can activate and invigorate their learning outside and inside classrooms.⁴⁹ It means that mobile application is a good way to give the students as a media to teaching and learning process inside or outside classroom.

b. Types of Mobile Learning

Park discusses a pedagogical framework for mobile learning by categorizing educational application of mobile technologies into four types generated in the context of distance education.⁵⁰

1) High Transactional Distance and Socialized Mobile Learning Activity (HS).

A mobile learning activity is classified as this type when

- a) The learners have more psychological and communication space with their instructor or institutional support.
- b) The learners are involved in group learning or projects where they communicate, negotiate, and collaborate with each other.

⁴⁸*Ibid*, pg.18

⁴⁹*Ibid*, pg.22

⁵⁰Dr.Jwaifell Mustafa Odeh, *Mobile Learning Instructional Types*, (New Delhi: India International Center, 2012), pg.5

- c) Learning materials or the rules of activity are delivered from the predetermined program through mobile devices.
- d) Transactions mainly occur among learners, and the instructor or teacher has minimal involvement in facilitating the group activity.

This type can also call a traditional technology-mediated classroom group activity where students in a group or pair conduct given tasks or assignment.

2) High Transactional Distance and Individualized Mobile Learning Activity (HI).

Mobile learning activities are classified as type when

- a) The individual learners have more psychological and communication space with the instructor or instructional support.
- b) The individual learners receive tightly structures and well-organized content and resources through mobile devices.
- c) The individual learners receive the content and control their learning process in order to master it.
- d) The interactions mainly occur between the individual learner and the content.

This type demonstrates an extension of e-learning which allows greater flexibility and portability.

3) Low Transactional Distance and Socialized Mobile Learning Activity (LS).

In this type, individual learners interact both with the instructional and other learners as they use mobile devices.

4) Low Transactional Distance and Individualized Mobile Learning Activity (HI).

Last type of mobile activity refers to:

- a) Less psychological and communication space between instructor and learner.
- b) Loosely structured and undefined learning content.
- c) Individual learners can interact directly with the instructor.
- d) The instructor leads and controls the learning to meet individual learners' needs while maintaining their independence.⁵¹

B. WhatsApp Application

1. Definition of WhatsApp Application

In this vein, the number of users in this kind of applications has increased swiftly reaching almost 1500 million by the end of 2017, and that is just exclusively the case of WhatsApp application.⁵² WhatsApp handles two billion messages per-day as of April 2012, growing from one billion in October 2011.⁵³ Hamad said that WhatsApp is the most common chatting application to use among the students, students do not need to have computer, it is attainable, and it does not cost much. As stated by Ashiyan and Salehi that WhatsApp is a tool that can be used for different educational purposes. This is because WhatsApp sends messages through Internet connection that can be in the form of text, audio files, pictures, videos as well as one's location.⁵⁴

WhatsApp messaging has the potential of reinforcing the class material and positively influence discussion,

⁵¹*Ibid*, pg.6

⁵² Alberto Andujar, *Assessing Mobile Instant Messaging in Foreign Language Classroom*, (Spain: University of Almeria, 2018), pg.97

⁵³ Said Fathy El Said Abdul Fattah, *The Effectiveness of Using WhatsApp Messenger as One of Mobile Learning Techniques to Develop Students' Writing Skills*, (Saudi Arabia: School of Administrative and Human Science, 2015), pg.119

⁵⁴ Pratika Ayuningtyas, *WhatsApp: Learning on the Go*, (Purworejo: Politeknik Sawunggalih, 2018), pg.160

collaborative work, and authoring.⁵⁵ WhatsApp instant messaging promotes online collaboration and cooperation between students.⁵⁶ According to the Financial Times, “WhatsApp has done to SMS on mobile phones what Skype did to international calling on landlines”.⁵⁷ The sharing of images, video and audio messages, exchanging ideas, are made possible through the WhatsApp M-learning.⁵⁸

Based on the explanations above, the researcher concluded that WhatsApp as a platform in teaching and learning process has a good way to send a material to the students. It also can discuss with the students easily in pandemic era.

2. Features of WhatsApp Application

According to Afnibar and Fajhriani in the journal written by Eccles, there are several features in the whatsappapplication :

1) Short Message Service

Different from SMS as usual, this Whatsapp feature is charged with a credit fee. It is enough to use an internet connection, users can send messages to friends without word character restrictions.

2) Voice and Video Calls

Functionally, voice calls via Whatsapp using the internet network are the same as calling as usual with

⁵⁵Aina Jacob Kola, *Mobile-Learning (M-Learning) through WhatsApp Messaging, Facebook, and YouTube, Nigeria*, (Nigeria: University of Western Cape, 2018), pg.115 available on: <https://www.researchgate.net/publication/328403899/> (March 21st, 2019)

⁵⁶*Ibid*, pg.116

⁵⁷Said Fathy El Said Abdul Fattah, *The Effectiveness of Using WhatsApp Messenger as One of Mobile Learning Techniques to Develop Students' Writing Skills*, (Saudi Arabia: School of Administrative and Human Science, 2015), pg.119

⁵⁸Aina Jacob Kola, *Mobile-Learning (M-Learning) through WhatsApp Messaging, Facebook, and YouTube, Nigeria*, (Nigeria: University of Western Cape, 2018), pg.115 available on: <https://www.researchgate.net/publication/328403899/> (March 21st, 2019)

⁵⁸*Ibid*, pg.116

default application. And also with video calls, the users can make voice and face-to-face calls at the same time with the camera on the device that is connected to Whatsapp.

3) Send photos and videos

This features can be used by whatsapp users to send photos and videos immediately.

4) Send files

This feature can be used by whatsapp users to send files of various types, such as PDFs, documents, spreadsheets, slideshows and others.

5) Whatsapp group

This feature can keep whatsapp users connected to the other people like their families, friends and others. This existence of a whatsapp group can sends messages, photos, video or files at the same time to as many numbers of members in that group.

6) Whatsapp on web and desktop

With this features, whatsapp can also be accessed via a computer by synchronizing from the device to the computer with a internet connection.

7) End-to-end encryption

This feature is made to protect theprivacy of the users.

8) Voice note

With this feature, the users can send messages not only in written from but also send with voice messages. By tapping the microphone icon in the chat room, whatsapp users can record the sound they want to send.⁵⁹

Based on the procedures above, the researcher constructs the procedures of using WhatsApp in grammar, especially in simple present tense. The procedures are as follows:

⁵⁹Eccles Rianda Silalahi, *Penggunaan WhatsApp dalam Pembelajaran Daring Mata Pelajaran Seni Budaya oleh Mahasiswa Program Pengenalan Pengalaman Lapangan Satuan Pendidikan (PPLSP)*, *Universitas Pendidikan Indonesia*, (Vol. 1 No. 3 (2021) hal. 53 – 64)

Pre-Activities:

- 1) The teacher open the class with voice notes.
- 2) The teacher make a list of absences to be filled in by students .
- 3) The teacher asks questions to arise the initial knowledge of students with the material will be learnt using voice note.

While-Activities

- 1) The teacher shares a picture/video/ppt and invites the students to analyse the activity in that picture/video/ppt, after that the teacher asks the students daily activities based on the material.
- 2) The teacher explains the material that related about their daily activities and picture/video/ppt that has been shares before (simple present tense).
- 3) The teacher gives the time to the students to ask what information they want to know related to the material.
- 4) The teacher give an assignment based on the material that has been discussed and after that the students can submit the assignments by sending photos.
- 5) The teacher gives feedback and correction by using recording (voice note), so the students can listen carefully about the material.

Post-Activity

- 1) The teacher concludes all of discussion.
- 2) The teacher gives motivation to the students.
- 3) The teacher closes the class.

3. The Advantages and Disadvantages of Using WhatsApp Application

- 1) The advantages of using WhatsApp Application

As Bouhnik and Deshen, the advantages to the use of WhatsApp in teaching is the broad availability of the teacher to the students, the opportunity for students to help one another, and the opportunity for more in-

depth acquaintance with the students on the educational and personal levels.⁶⁰ However, students as the participants have positive perceptions of the formal use of WhatsApp to support their learning. In other hand, the integration of WhatsApp into their education will be easy, fun and useful.

Balci states that are several possible benefits of using WhatsApp in education:

- a. Independence from time and location
- b. Quality improvement and educational efficiency
- c. Learn more systematically
- d. Self-learning
- e. Ability to get instant feedback
- f. Offer students the ability to repeat the lesson
- g. Ease of displaying content
- h. Allowing design of visual and auditory learning environments
- i. Archive synchronized course content
- j. More voluntary behavior trends
- k. Offering the possibility to evaluate students' performance
- l. Minimizing the risk of errors in measuring evaluation
- m. Increasing skill to achieve, evaluate, use and cite knowledge efficiently by students and teachers

According to Stevenson and Liu, there are at least five benefits gained using WhatsApp in language learning:

- a. Vocabulary acquisition
 - b. Increasing the confidence to use the target language
 - c. Creating an interactive community for discussion
 - d. Increasing oral proficiency
 - e. Improving grammar
- 2) The Disadvantages of WhatsApp
- a. Time management issues

⁶⁰*Ibid*, pg.33

- b. Internet connections. Internet connection is an important factor in order to use any kind of social networking service.
- c. Costly to use. They must prepare a good-expensive operator which only used such as doing and sending assignments.⁶¹

4. Video

Video is also a popular tool in pandemic era to use to engage learners and enhance a learning experience. Anyone with a digital camera, webcam, tablet or smartphone can now create and edit a movie. Videos are an excellent way to present and elaborate concepts, demonstrate a procedure or gain an understanding of learning in action. Mayer stresses that the use of videos is greatly effective especially for introductory courses as it can facilitate difficult concepts and attract the attention of weak students as well as visual or special students⁶². It means that this video can be use as a media to the students it is possible for the special students.

Video in education is one element of those ‘distributed interactions’ and the role that video plays within education, and how that role develops will be explored further.⁶³ Bransford, Brown, & Cocking discuss video use in the classroom and the importance of interactivity in helping students to learn by being able to re-visit and review the material. They emphasise the potential of technology to help learning, but only if it is used properly.

⁶¹ZidniMa'ruf, NurulFadilah, PegiawanBasofi, and Akmal, *English Students' Perceptions of Using WhatsApp in Paragraph Writing Class*, (Indonesia: Ahmad Dahlan University,2019), pg.3055

⁶²Raniah Kabooaha and Tariq Elyas, *The Impacts of Using YouTube Videos on Learning Vocabulary in Saudi EFL Classrooms*, (Spain: Proceedings of ICERI2015) pg. 3526

⁶³Zac Woolfitt Lectoraat Teaching, Learning and Technology Inholland University of Applied Sciences October 2015

C. Google Classroom (Use in Control Class)

1. Definition of Google Classroom

According to Abdul Barir Hakim, Goggle classroom is an internet-based provided by Google as a e-learning system. This service is designed to help teacher to teaching and share the tasks to students in a paperless manner. The users of this service must have a google account. Besides the google classroom only be used by the schools that has google apps for education.⁶⁴ As the world is surrounded by technology and the internet, youths today are part of a digital generation where they are using mobile phones, computers, tablets and readers daily. Since the gadgets are increasing day by day, it is leading to the technology addiction among children. Google classroom transformed this problem of young generation's techno-dependency into a solution.⁶⁵ It has become more than an online learning platform itself as a positive instance of technology, since it enhances personalized, anywhere and anytime learning which resembles learning beyond the classroom. Iftakhar stated, Google Classroom is meant to help teachers manage the creation and collection of student assignments in a paperless environment, basically leveraging the framework of Google Docs, Drive and other apps.⁶⁶ In summary google classroom is an application that provided by google for education to create a class space by used internet.

2. Procedures of Google Classroom

Journal from Md. Sadequle Islam, M.A., Google classroom for teaching this skill ispracticing English,

⁶⁴Abdul Barir Hakim, *Efektifitas Penggunaan E-learning Moodle, Google Classroom and Edmodo*, Jurnal I-Statement Vol. 02 No 1, Tahun 2016, pg. 2

⁶⁵Md. Sadequle Islam, M.A., *Bangladeshi University Students' Perceptionon Using Google Classroom for Teaching English*, International Journal of Psycho-Educational Sciences | Vol. 8, No. 2 (August 2018)

⁶⁶*Ibid*

students can be asked to write something on any topic based on their own experience and they are asked to upload those in the assignment section of Google classroom where only the teacher can see and read their write up. After submitting their write up, the teacher can also give feedbacks to the learners. Another way of engaging them for writing through Google classroom is to give them various interesting English videos in the Google classroom including movie clip, reality shows, speeches, documentaries etc. and they can be instructed to write their own review on those videos. Students often like these interesting videos and enthusiastically they engage in the writing activity.⁶⁷

Based on those procedures, in developing grammar mastery, especially in simple present tense by the use of Google classroom, the teacher can do the following actions:

Pre-Activities:

- 1) The teacher open the class with platform in the Google classroom..
- 2) The teacher make a list of absences to be filled in by students .
- 3) The teacher asks questions to arise the initial knowledge of students with the material will be learnt.

While-Activities

- 1) The teacher shares a picture/video/ppt and invites the students to analyses the activity in that picture/video/ppt, after that the teacher asks the students daily activities based on the material.
- 2) The teacher explains the material that related about their daily activities and picture/video/ppt that has been shares before (simple present tense).
- 3) The teacher gives the time to the students to ask what information they want to know related to the material.

⁶⁷ *Ibid*

- 4) The teacher give an assignment based on the material that has been discussed and after that the students can submit the assignments by sending photos.
- 5) The teacher gives feedback and correction by using platform in the Google classroom so the students can listen carefully about the material.

Post-Activity

- 1) The teacher concludes all of discussion.
- 2) The teacher gives motivation to the students.
- 3) The teacher closes the class.

3. Advantages and Disadvantages of Google Classroom

a. The advantages of google classroom

Based on Janzen and Mary quoted in Shampa Iftikhar stated that:

1. Easy to use
2. Saving time
3. Cloud-based
4. Flexible
5. Free
6. Friendly⁶⁸

b. The disadvantages of google classroom

1. Google classroom who uses web-based requiring the teacher and students to connected by the ineternet.
2. Individuals learning
3. If students are not critical, the material will have an impact on their knowledge.
4. Needed a hardware specification, software and the high quality of the ineternet.⁶⁹

⁶⁸ShampaIftakhar, *Google Classroom : What Works and How?*, Journal of Eduction and Social Sciences, Vol. 3, Tahun 2016 pg. 13

⁶⁹<http://www.google.co.id/amp/s/artkatkj.wordpress.com/2014/11/29/pengertian-keuntungan-dan-kelemahan-kelas-maya-virtual-class/amp/> accessed on 8 Maret 2021 at 19.45

D. Frame of Thinking

Based on the preliminary research, the researcher found that students were difficult in grammar, such as in simple present tense. They were confused in using am, is, or are, and also in using verb –s or –es. When the teacher asks them to speak up or when the teachers try to make conversation with them, they cannot response or answer well, because they were afraid to make a mistake in grammar. Sometimes, they also felt bored and lazy in learning, because there was no interesting media in learning process. In other hands, they lack motivation from themselves in learning English.

In fact, in teaching grammar, especially in simple present tense and based on the frame of the theories before, the researcher concluded that media especially WhatsApp is a suitable media to teaching grammar, it can be effective media in teaching and learning process.

Teaching grammar by using WhatsApp can make the students' interest in learning process. They can enjoy, have fun and they felt easy to practice without felt afraid if make a mistake. The students do the task from the teacher about the material, such as simple present tense. This platform can develop their motivation in learning English. In short, the researcher suggests that WhatsApp is one of platform in teaching grammar that can give a good impact to the students. This platform can help students in learning grammar, especially in learning simple present tense. They will be easy to understand the material, so they will be understanding in use their language without felt afraid if they make a mistake in grammar or others.

E. Hypothesis

Based on the literature review above, the hypothesis are as follows:

H_a : There was an influence of use WhatsApp (E-Learning) toward students' grammar ability at the first semester of the seventh grade of MTs Negeri 2 Tanggamus in the academic year of 2021/2022.

H_0 : There was no an influence of useWhatsApp (E-Learning) toward students' grammar ability at the first semester of the seventh grade of MTs Negeri 2 Tanggamus in the academic year of 2021/2022.

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